

Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at University of Southern California

Professional Services Division

January 13, 2003

Overview of This Report

This agenda item includes the findings of the Accreditation Team visit conducted at the University of Southern California, which was conducted at the university from November 3-6, 2002. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation, and interviews with representative constituencies. On the basis of the report, an accreditation recommendation is made for the institution.

Accreditation Recommendations

1. The team recommends that, based on the attached Accreditation Team Report, the Committee on Accreditation make the following accreditation decision for the University of Southern California, and all its credential programs: **ACCREDITATION with SUBSTANTIVE STIPULATIONS.**

The following are the stipulations:

- That the institution provide evidence that accurate and timely advice and assistance is available to candidates in Multiple Subject and Single Subject and Pupil Personnel Services: School Counseling and School Psychology programs; this needs to include a written plan for each candidate in Pupil Personnel Services: School Psychology with respect to how he/she will be provided opportunity to complete the program.
- That the institution provide evidence that the Pupil Personnel Services: School Counseling program has implemented a systematic approach to selection, training, and evaluation of district field supervisors at each site.
- That the institution provide evidence of actions taken and progress made in addressing all Multiple Subject and Single Subject program standards that are not fully met.
- That the institution provide evidence of actions taken and progress made in addressing all Pupil Personnel Services: School Counseling program standards that are not fully met by completing the Committee on Accreditation's (COA) Review Panel approval process for initial accreditation

under the new standards for the Pupil Personnel Services: School Counseling Program

On the basis of this recommendation, the institution is authorized to recommend candidates for the following credentials:

- Multiple Subject Credential:
Multiple Subject
Multiple Subject CLAD/BCLAD Emphasis (Spanish/Cantonese)
- Single Subject Credential:
Single Subject
Single Subject CLAD/BCLAD Emphasis (Spanish/Cantonese)
- Education Specialist Credential: Preliminary Level I and Professional Level II
Deaf and Hard of Hearing
- Administrative Services Credential:
Preliminary
Professional
- Pupil Personnel Services Credential:
School Counseling
School Counseling Internship
School Psychology
School Psychology Internship
School Social Work
Child Welfare and Attendance

2. Staff recommends that:

- The institution's response to the preconditions be accepted.
- The University of Southern California be permitted to propose new credential programs for approval by the Committee on Accreditation.
- The University of Southern California be placed on the schedule of accreditation visits for the 2008-2009 academic year subject to the continuation of the present schedule of accreditation visits by the California Commission on Teacher Credentialing.

3. The team recommends the University of Southern California provide written evidence to Commission staff and the accreditation team regarding actions taken to respond to all of the stipulations noted above within one year of the date of this action, to be verified by a team re-visit.

Background Information

The University of Southern California (USC) is located in the heart of Los Angeles, one of the largest urban areas in the United States and is home to over 28,800 students and 3800 faculty. The university was founded in 1880 and is the oldest and largest private research university in the American West. USC's commitment to its local community has grown steadily. Each year more than 1000 USC students work with 8,200 school children in a constellation of schools that is known as the Family of Schools. USC and schools near the University Park campus (Foshay Learning Center, Norwood Street Elementary, Leticia B. Weemes Elementary and 32nd Street School/USC Magnet Center) formed the initial partnership in the fall of 1994 (called the Family of Five), to provide educational, cultural and developmental opportunities for pre-kindergarten to 12th grade neighborhood children and youth. USC students come from all 50 states and 144 countries. In fall 2001, 60 percent of new freshmen were from California. Approximately 37 percent of the university's total enrollment is composed of American minorities. Among undergraduates, 50 percent are men, 50 percent are women.

The University of Southern California is a member of the Association of American Universities (AAU) and ranks as one of the top ten private research universities in the United States, based upon federal research and development support. The university is accredited by the Universities of the Western Association of Schools and Colleges (WASC). USC offers bachelor's degrees in 77 undergraduate majors as well as masters, doctoral and professional degrees in 139 areas of study. Credential programs are offered in the following areas: include Multiple Subject (elementary) (Cross-cultural, Language, and Academic Development (CLAD)/Bilingual Cross-cultural, Language, and Academic Development (BCLAD)), and traditional Single Subject (Cross-cultural, Language, and Academic Development (CLAD) /Bilingual Cross-cultural, Language, and Academic Development (BCLAD/non-emphasis)) Education Specialist: Deaf and Hard of Hearing Undergraduate Teacher Preparation Program. At the advanced level, special education, counseling, school social work and child welfare and attendance and administrative services credential programs are offered.

Mission

The University of Southern California is committed to educational excellence. The Rossier School of Education's mission is to redefine excellence in urban education. To fulfill its mission, the Rossier School of Education concentrates on four themes that serve as the framework for future decision making:

- *Learning* represents the RSOE's core technical skill. The school's graduates have a deep understanding of the basic principles of how individuals learn and how what they learn is incorporated into their daily lives.
- *Diversity* is the context within which educators operate, particularly in urban areas. The RSOE seeks to understand the specific strengths and needs of learners who differ in income, ethnicity, gender, language proficiency, or

disability and to insure that graduates incorporate such knowledge and skills into their practice.

- *Accountability* comes from determining what should be learned and how well it has been learned. The RSOE addresses indicators of success such as systems coherence and support, evidence-based best practices, processes of continual improvement and organizational learning. The school's courses and faculty research help leaders understand who is accountable for what at each level of the system. Accountability also means professionals who are held accountable receive the resources necessary to be successful.
- *Leadership* is 'how' we focus our educational systems on learning. The Rossier School of Education focuses on enhancing the skills and knowledge of people in the organization, creating a common culture of expectations, fostering productive relationships within the organization, and holding individuals accountable.

Preparation for the Accreditation Visit

The Commission staff consultant, Dr. Jan Jones Wadsworth, was assigned to the institution in the spring of 2001. Dr. Larry Birch, Administrator for the Committee on Accreditation and Dr. Jones Wadsworth met with the institutional leadership for the first time in the early summer of 2001. Over the following year and one-half, there were several meetings between consultant, administration, program coordinators, faculty and staff. The meetings led to discussions concerning team size, team configuration, standards to be used, format for the institutional self-study report, interview schedule, and other logistical and organizational arrangements. The COA Team Leader, Dr. Judith Greig, Assistant to the President of Notre Dame de Namur University was appointed in the fall of 2001. Team leader Dr. Judith Greig and the CCTC consultant held the pre-visit by way of a conference call in late August 2002 with the Dean, Associate Deans and selected faculty. The consultant, team leader and university administration reviewed plans for the meeting, reviewed logistics for team meeting space at the hotel and on campus, and discussed the schedule for the visit. There was an extended discussion regarding the use of the new 2042 and Pupil Personnel Services Standards.

Preparation of the Institutional Self-Study Report

The COA accepted a request by the institution for the withdrawal for both the School Psychology credential program and the Administrative Services Preliminary Level I Credential Program in April 2002 with the understanding that the programs would be included in the accreditation site visit. The COA approved a request by the institution to use the new Pupil Personnel Services Standards for School Counseling and School Social Work and Child Welfare and Attendance with the institution's understanding that their program standards would be submitted, but not yet approved by the date of the team visit. The institutional responses were developed in reference to all credential

program areas and the institution as a whole. This was followed by separate responses to the Program Standards.

Selection and Composition of the Accreditation Team

Decisions about the structure and size of the team were made cooperatively between the Dean and Associate Dean of the Rossier School of Education, and the Commission consultant. It was agreed that there would be a team of eleven, consisting of a Team Leader, two members to review the CTC Common Standards, a four member Basic Credential Cluster, and a four member Specialist cluster including one member reviewing the Administrative Services programs, two members reviewing the Pupil Personnel Services programs, as well as one member reviewing the Deaf and Hard of Hearing credential program. The CTC Administrator for Accreditation and CTC Consultant selected team members to participate in the review. Team members were selected because of their expertise, experience and adaptability in the use of the Accreditation Framework and additional experience in merged accreditation visits.

Intensive Evaluation of Program Data

Prior to the accreditation visit, team members received copies of the appropriate institutional reports and information from Commission staff on how to prepare for the visit. The on-site phase of the review began at noon on Sunday, November 3, 2002. The Team Leader and the CCTC consultant met with the Dean and Associate Dean of the Rossier School of Education prior to the team's arrival since the on-site pre-visit had been cancelled. The Dean and Associate Dean reviewed the schedule, took the team leader and consultant on a tour of the hotel and campus meeting rooms. The Team Leader and the CCTC consultant began their deliberations with the entire team mid-afternoon, November 3. This included orientation to the accreditation procedures and organizational arrangements for the COA team members followed by organizational meetings of the clusters. The institution sponsored a dinner on Sunday evening to provide an orientation to the institution, including welcoming remarks from Michael Diamond and Marty Levine, Associate Provosts and Dean Karen Symms Gallagher.

The two-member CCTC common cluster team reviewed the Self-Study Report, worked from a common interview schedule, worked together to gather and discuss the data, jointly visited off-campus sites, and then contributed to the team report. In the same manner, the other nine team members reviewed specific credential programs.

On Monday and Tuesday, November 4 and 5, the team collected data from interviews and reviewed institutional documents according to procedures outlined in the *Accreditation Handbook*. The institution arranged to transport selected team members to public school campuses used for collaborative activities.

On Monday and Tuesday afternoons, they reviewed facilities and budgets, as well as interviewed faculty, candidates, graduates and employers. There was extensive consultation among the members of all clusters, and much sharing of information. Lunch on Monday and Tuesday was spent sharing data that had been gathered from

interviews and document review. The entire team met on Monday evening to discuss progress the first day and share information about findings. On Tuesday morning, the team leader, CTC Consultant and Cluster Team Leaders met with institutional leadership for a mid-visit status report. This provided an opportunity to identify areas in which the team had concerns and for which additional information was being sought. Tuesday evening and Wednesday morning were set aside for additional team meetings and the writing of the team report. During those work sessions, cluster members shared and checked their data with members of other clusters and particularly with the Common Standards Cluster, since the findings also affected each of the Program Clusters.

Preparation of the Accreditation Team Report

Pursuant to the *Accreditation Framework*, and the *Accreditation Handbook*, the team prepared a report using a narrative format. For each of the Common Standards, the team made a decision of "Standard Met" or "Standard Not Met." The team had the option of deciding that some of the Standards were "Met Minimally" with either Quantitative or Qualitative Concerns. The team, then, wrote specific narrative comments about each common standard, providing a finding or rationale for its decision and then noted particular strengths and concerns beyond the narrative supporting the findings on the standard.

For each separate program area, the team prepared a narrative report about the program standards pointing out any standards that were not met or not fully met and included explanatory information about findings related to the program standards. The team noted particular Strengths beyond the narrative supporting the findings on the standards and Concerns not rising to the level of finding a standard less than fully met.

The team included some "Professional Comments" at the end of the report for consideration by the institution. These comments are to be considered as consultative advice from the team members, but are not binding of the institution. They are not considered as a part of the accreditation recommendation of the team.

Accreditation Decisions by the Team

After the report was drafted, the entire team met Wednesday morning for a final review of the report and a decision about the results of the visit. The team discussed each Common Standard. The team made its accreditation recommendation based on its findings and the policies set forth in the *Accreditation Handbook*, with consensus of the full team. The options were: "Accreditation," "Accreditation with Technical Stipulations," "Accreditation with Substantive Stipulations," "Accreditation with Probationary Stipulations," or "Denial of Accreditation." The team voted to recommend the status of "Accreditation with Substantive Stipulations" based on the attached team report.

**CALIFORNIA COMMISSION ON TEACHER CREDENTIALING
COMMITTEE ON ACCREDITATION
ACCREDITATION TEAM REPORT**

Institution: University of Southern California

Dates of Visit: November 3-6, 2002

Accreditation Team

Recommendation: ACCREDITATION WITH SUBSTANTIVE STIPULATIONS

The following are the stipulations:

- That the institution provide evidence that accurate and timely advice and assistance is available to candidates in Multiple Subject and Single Subject and Pupil Personnel Services: School Counseling and School Psychology programs; this needs to include a written plan for each candidate in Pupil Personnel Services: School Psychology with respect to how he/she will be provided opportunity to complete the program.
- That the institution provide evidence that the Pupil Personnel Services: School Counseling program has implemented a systematic approach to selection, training, and evaluation of district field supervisors at each site.
- That the institution provide evidence of actions taken and progress made in addressing all Multiple Subject and Single Subject program standards that are not fully met.
- That the institution provide evidence of actions taken and progress made in addressing all Pupil Personnel Services: School Counseling program standards that are not fully met.

Rationale

The team recommendation for Accreditation with Substantive Stipulations was the result of a review of the Institutional Self Study Report; a review of additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, local school personnel and other individuals professionally associated with the institution; and additional information provided by the institution on request. The team felt it obtained sufficient and consistent information to make overall and programmatic judgments. The institution has recently withdrawn two programs with the Committee on Accreditation. However, because these were withdrawn within the last year, the programs were included in the review. With respect to one of those programs, the Pupil Personnel Services: School Psychology program, insufficient information was provided by the institution to make judgments about some standards. The recommendation of the team was based upon the following:

1. Common Standards - The Common Standards were first reviewed one-by-one and then voted upon by the entire team. Five of the Common Standards were judged to have been fully met. Two were judged to be met minimally with qualitative concerns. One common

standard was judged to have been met minimally with quantitative concerns. The team had particular concerns about four of the programs which are reflected in the Common Standards, that is, the Multiple Subject/Single Subject programs and the Pupil Personnel Services (PPS): School Counseling and School Psychology programs.

2. Program Standards – Generally, candidates who complete professional programs in education were judged to be well prepared. However, there are some inconsistencies in the quality of preparation across the different programs. Results of reviews of standards for individual programs were presented to the team by the clusters. Following discussion of each program, the team concluded that program standards were fully met in the following programs: Preliminary Level I and Professional Clear Administrative Services, Preliminary Level I and Professional Clear Educational Specialist: Deaf and Hard of Hearing, and Pupil Personnel Services: School Social Work and Child Welfare and Attendance. In Multiple Subject and Single Subject programs and Pupil Personnel Services: School Counseling and School Psychology programs, some specific program standards were not fully met. These specific standards are identified in the report along with the rationale for the judgment; however, it is important to note that these standards are tied to matters of curriculum and field experience.
3. Overall Recommendation - The decision to recommend Accreditation with Substantive Stipulations was based on the fact that three Common Standards were judged to have been not fully met and that the concerns in four credential programs were tied to matters of curriculum and field experience. The issues identified by the team impinge on the ability of the institution to deliver all programs with quality and effectiveness, but do not prevent such delivery. As reflected in the report, there are numerous examples of excellence in program design and delivery. It is evident that the institution recognizes excellence in program conceptualization and implementation. Therefore, it is expected that the Rossier School of Education will work to maintain consistent excellence across all program areas.

Team Leader:

Judith Greig

Notre Dame de Namur University

Common Standards Cluster:

Marsha Savage, Cluster Leader

Santa Clara University

Bill Watkins

Davis Joint Unified School District, Retired

Basic Cluster :

Charles Zartman, Cluster Leader

California State University, Chico

Magdalena Ruz Gonzalez

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Sally Botzler

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David Tamori

Oroville Union High School District

Specialist/Services Cluster:

Stephen Davis

Stanford University

Kathleen Tack

San Juan Unified School District

Kathryn Burns-Jepson

Fremont Unified School District

Santos Torres, Jr.

California State University, Sacramento

DOCUMENTS REVIEWED

University Catalog
Course Syllabi
Fieldwork Handbooks
Information Booklets
Schedule of Classes
Faculty Vitae
Portfolios

Institutional Self Study
Candidate Files
Follow-up Survey Results
Field Experience Notebooks
Advisement Documents
Strategic Plan
Independent Program Review

INTERVIEWS CONDUCTED

	Team Leader	Common Stand. Cluster	Program Cluster I	Program Cluster II	TOTAL
Program Faculty	3	5	16	28	52
Institutional Administration	12	11	2	10	35
Candidates	2	33	62	91	188
Graduates	1	3	20	38	62
Employers of Graduates	1	2	4	18	25
Supervising Practitioners	0	1	13	17	31
Advisors	0	3	2	14	19
School Administrators	1	1	9	68	79
Credential Analyst	0	1	1	3	5
Advisory Committee	0	0	15	4	19
Parents	0	0	0	2	2

TOTAL

517

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Common Standards

Standard 1 Educational Leadership

Standard Met

The Rossier School of Education (RSOE) has engaged in a comprehensive planning and revision process. Through collaboration with multiple constituencies, the institution developed a revised vision statement that is now guiding efforts across the different departments in the Rossier School of Education. As a result of this planning process, four themes emerged: accountability, diversity, learning, and leadership. An additional outcome of this conference was the decision to become a leader in urban education. Based upon documents and interviews, constituents welcomed the RSOE leadership and are moving forth in implementing changes that reflect the four themes.

Strengths

The planning and collaboration, most noticeably the Future Search Conference, evidence exceptional effort on the part of RSOE to engage in dialogue with a variety of stakeholders in establishing the vision. This conference provided a conceptual framework around which system-wide reform could be structured. A future's group advisory committee continues to meet to guide and support endeavors in implementing the vision. The RSOE is to be commended for supporting the efforts and programs associated with the John Tracy Clinic (JTC). The exemplary program at JTC, with its commitment to excellence for the past 50 years, may have elements that might be replicated within RSOE departments.

Concerns

Further efforts need to be undertaken to insure that the themes become operational in programmatic coursework.

Internship Elements

With regards to the School Psychology internship, evidence is too limited to be able to make a judgment.

Standard 2 Resources

Standard Met Minimally With Qualitative Concerns

Responsibility Center Management has been one of the administrative hallmarks of USC since the early 1980s. Authority to carry out academic program initiatives is vested in the schools. This financial management style allows the Dean of the RSOE exclusive rights to allocate funds and resources across programs. Monetary resources are heavily tuition driven, with some income from gifts and grants. Even though the RSOE has had a variable history of budget performance, the current Dean, faculty, and staff have been diligent in their efforts to erase a deficit in the RSOE budget. The deficit reduction was accomplished by efficient and effective planning and prioritizing at the RSOE level, as well as by funds committed at the University

level. The university is refurbishing some facilities and adding more “smart” classrooms to meet the technology demands of student and employers.

The Future Search Conference has allowed the RSOE to focus its efforts and resources on strategic planning that will deliver programs that meet the RSOE’s mission, as well as the needs of its constituencies.

Over recent years, the RSOE has not evidenced consistent recruitment strategies. Since all potential candidates begin coursework in the General Studies program, which is housed in the College of Letters, Arts and Sciences, the Rossier School of Education does not appear to have a formal recruiting strategy in place to solicit these candidates. Therefore, this leads to difficult enrollment projections and thus budget fluctuations. This, also, impacts the ability of the Rossier School of Education to have the resources necessary to implement fully effective credential programs. Candidates, particularly in Multiple Subject and Single Subject programs, report receiving inconsistent or inaccurate information regarding credential requirements (as opposed to degree requirements).

The students and faculty in the Pupil Personnel Services Program report a disconnect between courses outlined to be offered at a specific time and actual offerings. This disconnect was due to resource reallocation.

Strengths

The Social Work Resource Room is technologically advanced and could be a model for future technology expansion. This Resource Room has a librarian and a research assistant housed in the school, and students have access to a plethora of on-line journals and databases.

Concerns

The University's decision to move the General Studies classes to the College of Letters, Arts and Sciences has diminished resources that were one time available to support the teacher education programs.

Internship Elements

Participating school districts work with the RSOE to provide sufficient resources to meet program needs.

Standard 3 Faculty

Standard Met

A perusal of faculty curriculum vitae and syllabi show that qualified faculty are hired and teach within their area of expertise. There appears to be a reasonable balance between full-time faculty and clinical faculty. The RSOE has made a concerted effort to recruit and hire faculty from underrepresented groups. Students evaluate faculty at the end of each course. These data are tabulated and shared with department chairs, faculty members, and ultimately the Dean. Procedures are in place to assist faculty whose evaluations do not reflect excellent teaching. Funds are available for faculty to attend conferences and participate in professional

development activities. For example, last spring nine faculty attended AACTE. Not all of these faculty were presenters; however, the RSOE was supporting one of their priorities – professional development for those involved in teacher education. A variety of methods are available to reward excellence in teaching. For example, the Socrates Award is given by the student association on an annual basis and represents a prestigious campus wide recognition from the Center for Excellence in Teaching. The School of Social Work has established an Adjunct faculty member of the year award and displays a plaque recognizing the recipients. As a group, the faculty in the RSOE has very high ratings based on campus wide comparisons.

Strengths

The RSOE has undertaken a number of efforts to help faculty develop knowledge about diversity. These include the Futures Conference White Papers, the establishment of diversity as one of the four themes, the establishment of the RSOE diversity committee, the brown bag seminars that focus on diversity, and the Ford Foundation lecture series, to name a few.

Concerns

The RSOE depends heavily upon its cadre of qualified adjunct faculty. Some adjunct faculty expressed concerns about the lack of communication and collaboration with full-time faculty. Some adjunct faculty did not feel they were adequately informed about new curriculum design and other changes that might affect their teaching assignments. Faculty meetings are generally scheduled at times when adjunct faculty cannot attend.

Standard 4 Evaluation

Standard Met

The RSOE is making a strong effort to collect meaningful data that will encourage informed program changes. One example of a recent program change was the decision to restructure four of the courses in the Educational Administration Tier II program and align the courses with the four programmatic themes. The RSOE also has a strong network of students, advisory groups, employers and graduates from whom they collect informal data to shape curriculum and program changes. In addition, planned changes to the structure of the Educational Administration Tier II program reflect a careful analysis of market trends and cost benefit implications.

Strengths

The RSOE has engaged in three very powerful endeavors that provided evaluation data to allow them to plan new programs, refine some existing programs and eliminate ineffective programs. Most notable of these was the Future Search Conference, the Independent Program Review Survey (IPR), and the RSOE Strategic Plan. The latter endeavor drew information from over a dozen different groups across campus. The School of Social Work appears to have a comprehensive system for the collection, analysis, and utilization of data from a wide variety of sources.

Concerns

While the RSOE collects a great deal of relevant data there was limited evidence that there is a systematic process for analyzing, interpreting, and applying findings of the data.

Internship Elements:

Program evaluation and development activities include representatives from participating districts, as well as representatives of those who hold the credentials from the participating districts.

Standard 5 Admission**Standard Met**

Each of the programs admits candidates on the basis of a clearly articulated set of criteria that is understood by candidates, faculty, and staff. Multiple measures are used to make admission decisions (academic records, essay, review of records, interviews by faculty, etc). The RSOE has a strong commitment to recruit and enroll students with excellent potential for success, including those from underrepresented student groups.

Strengths

The students who were interviewed expressed a thorough understanding of the admission process. They appreciated the clear and succinct guidance provided by admissions personnel. The Education Specialist information regarding the admissions process, allows the candidates a positive assimilation into the university family. Additionally, students in the Pupil Personnel Services: School Social Work and Child Welfare programs report receiving admission process and requirements from multiple input sources they found to be very timely and useful.

Concerns

None noted

Standard 6 Advice and Assistance**Standard Met Minimally
With Qualitative Concerns**

In some programs, particularly Pupil Personnel Services: School Social Work and Child Welfare and Attendance, Education Specialist: Deaf and Hard of Hearing and the Administrative Services: Professional Clear Program students report great satisfaction with the advise and assistance provided from the coordinators, liaisons, and faculty. In other programs, particularly Multiple and Single Subject, Pupil Personnel Services: School Psychology and School Counseling, students report dissatisfaction with the advice and assistance they receive. This is due in part to a University decision that assigns undergraduate students in the Multiple and Single Subject Programs to advisors in the College of Letters, Arts and Sciences. Then, Multiple and Single Subject candidates must seek advice and assistance in the RSOE when they have completed their general studies coursework. Candidates report that they receive conflicting advice in far too many instances. The decision to assign advising duties for Multiple and Single Subject candidates to individuals in the College of Arts and Sciences does not appear to be in the best interest of credential candidates. These students are not provided a single source for academic advising. Finally, in the School Counseling and School Psychology programs, there does not appear to be a systematic approach to the selection, training, and evaluation of district field supervisors.

Strengths

None Noted.

Concerns

No additional noted

Internship Elements

RSOE faculty have developed individualized plans for mentoring as well as for professional development of each intern in the program.

Standard 7 School Collaboration**Standard Met**

The RSOE has established and sustained long standing collaborative relationships with numerous urban and suburban school districts. Local district administrators commended the ongoing communication with the University. The University is developing a Professional Development School based on the Holmes model with one of the local elementary schools.

In the Educational Administration program, Tiers I and II, fieldwork and mentoring activities are framed around CCTC standards and collaboratively developed by school site administrators, candidates and USC clinical faculty.

Strengths

The RSOE has committed to developing collaborative relationships with culturally diverse and historically underserved urban schools and school districts.

Concerns

The RSOE maintains a long-standing collaborative relationship with a core group of schools in the urban area surrounding USC. The relationship with these schools is exemplary in every respect. However, each year temporary relationships are established with school districts beyond this sphere of influence so candidates, particularly those in the Single Subject credential program may student teach closer to home. Therefore, formalized agreements with these entities are less structured and sometimes problematic as these candidates are often asked to find their own placements.

Internship Elements

Collaboration was evident in the selection of district supervisors, placement of interns in service positions, and in the evaluation of intern assignments.

Standard 8 Field Supervisors**Standard Met Minimally
With Quantitative Concerns**

Most programs have developed a prescribed procedure for recruiting and selecting district field supervisors. In these programs supervisors participate in an orientation process, including training and supervision. Most field supervisors stated they felt well trained and connected to

the RSOE. In other programs, however, supervisors expressed the need for a more thorough orientation to program expectations. The team found no evidence of training for supervisors in the School Counseling and School Psychology programs.

Strengths

The School of Social Work has developed a well-articulated handbook containing instrumentation that field supervisors and students report to be very useful and understandable. In all programs, except for Pupil Personnel Services, supervisors expressed positive comments about the Handbooks that were developed by the RSOE this year. This document describes policy and procedures for faculty and supervisors.

Concern

No additional noted

Internship Elements

The team perceived a disconnect between the language of the self-study document and the actual practice in relationship to the training of the district field supervisors.

Program Standards

Multiple Subject and Multiple Subject CLAD/BCLAD Emphasis (Spanish/Cantonese) Programs

Single Subject and Single Subject CLAD/BCLAD Emphasis (Spanish/Cantonese) Programs

Findings on Standards

Although the Multiple and Single Subject 2042 Standards document provided evidence for initial approval, the on-site team found that implementation for the new standards is not fully evident.

Given the challenge of describing basic credential programs that effectively meet new SB 2042 standards while beginning to implement them, the institution has demonstrated a very strong level of commitment, creativity, and wisdom. Interviews of candidates at various stages in their programs reveal appreciation for dedicated faculty who model a passion for teaching and learning, high expectations for all children, and the sense of stewardship for their work in urban school environments.

After careful review of the institutional report and supporting documentation, and upon completion of interviews with candidates, graduates, faculty, employers, and supervising practitioners, the Basic Cluster team determined that the Multiple Subject and Single Subject programs fully met Standards 2, 4, 5, 6, 8A, 8B, 9, 10, 11, 12, 15, 17, and 18.

Standards 1, 3, 13, 14, and 16 are determined to be met with concerns, and Standards 7A and 7B are determined to be not met.

Standard 1 - Program Design

Met with Concerns

There is inconsistent attention paid to the needs of Single Subject candidates in foundation coursework relative to the development of knowledge, skills, and attitudes specific to the grade levels they are being prepared to serve.

Finding: Single Subject candidates report that they are the minority in required courses. As a result, the Single Subject candidates perceive the content of these courses to be directed towards serving the needs of the large number of Multiple Subject candidates in these classes. Content in these areas does not relate to their needs. Candidates report a high level of theoretical repetition in these courses.

Standard 3 - Relationships Between Theory and Practice

Met with Concerns

Opportunities for candidates to apply relevant educational theories in their professional practice are not consistently provided.

Finding: For program candidates in Professional Core 1 coursework, observation experiences offer limited opportunities to apply principles from concomitant coursework.

**Standard 13 - Preparation to Teach English
Learners**

Met with Concerns

Element 13(b): Candidates are not offered multiple systematic opportunities to deliver comprehensive instruction for English Learners.

Finding: Although issues relative to instruction for English learners are prominent in two key program courses, candidates are not provided multiple opportunities in core programmatic coursework to demonstrate effective practices for making curriculum content comprehensible for English learners and develop English language development according to assessment proficiency levels.

Other elements of the standard are met with varying degrees of success in the related methodology courses depending on which instructors are assigned to teach them

**Standard 14 - Preparation to Teach Special Populations
in The General Education Classroom**

Met with Concerns

Element 14(c): Candidates receive limited opportunities to select and use differentiated teaching strategies to meet the needs of special populations in the general education classroom.

Finding: Although candidates have case study opportunities to analyze performance of students, they are not provided with multiple systematic opportunities to analyze assessment information relative to special populations and use these data to meet the instructional needs of special populations in the general education classroom.

Other elements of the standard are met with varying degrees of success in the related methodology courses depending on which instructors are assigned to teach them.

**Standard 16 - Selection of Field Work Sites and
Qualifications of Field Supervisors**

Met with Concerns

Element 16 (c): Program information is not consistently communicated to needed constituencies at each field site.

Finding: The team found that all faculty and administrators did not collaborate to assure that coordinators, master teachers, and student teachers all have a clear orientation to fieldwork expectations and that master teachers are given the needed professional preparation on models of instruction included in the University's teacher education programs.

**Standard 7A – Multiple Subject Reading Writing and
Related Language Instruction in English**

Not Met

Candidates are not given sufficient opportunity to develop the depth of knowledge in the area of reading and language arts sufficient to address the comprehensive literacy needs of all students, particularly English Learners and at-risk students, in their care.

Finding: 7A(a): was not met based on the findings from a review of the institutional report, and students, faculty, and teacher coordinator interviews. Most of the elements were not met in the

Multiple Subject program. Although, students and graduates indicate a high level of satisfaction, when asked to explain the teaching of specific elements in this standard, the responses were incomplete and unclear.

Element 7A(a): The elements of a comprehensive systematic program as outlined in the frameworks and addressed in the standards are not present in ED 410 and inconsistent in 511.

Element 7A(b): Although there is sufficient evidence that comprehension is taught and practiced by candidates, explicit strategies for English Learners is not addressed specifically in the areas of listening, speaking, reading and writing.

Element 7A(d): The 410 methods introduces fluency but does not teach the organized explicit skills of promoting fluent reading, writing, phonemic awareness, phonics, orthography, spelling patterns, etc. Although phonics and phonemic awareness tests are required in the case study, this in itself does not prepare students to teach the skills.

Element 7A(e): Home literacy practices are addressed in the reading/ language arts courses but no mention is made of early intervention techniques and the use of ongoing diagnostic strategies to guide instruction. In 511, phonological/morphological structures of English are studied but not present in 410.

Currently, Single Subject students take the 410 and find limited application to the secondary level of reading in the content areas.

**Standard 7B - Single Subject Reading, Writing and
Related Language Instruction in English**

Not Met

Candidates are not given sufficient experiences to meet the stated intent of this standard.

Finding: According to interviews with faculty and reviewing the institutional report, there is no evidence of addressing Reading/Language Arts for Single Subject through this standard. Faculty interviews indicate that the institution intends to address this element next semester.

Overall Strengths

The team commends the Dean of the School of Education, RSOE faculty, local school administrators, school-site coordinators, and master teachers on their collaborative efforts in maintaining university/school collaboration in the “Family of Five.” This relationship has expanded over time and has evolved to build a Professional Development School forged with assistance from the Holmes Partnership.

Candidates, faculty, master teachers, and coordinators expressed consistent support relative to the stated vision of the RSOE. This demonstrates an ongoing ability to reflect on their role in, and commitment to, equity and diversity in the public education setting.

Overall Concerns

None additional noted.

Education Specialist Credential: Deaf and Hard of Hearing Preliminary Level I and Professional Level II

Findings on Standards

The Rossier School of Education and the John Tracy Clinic has met all of the Level I and II Education Specialist: Deaf and Hard of Hearing program standards. This determination was based on review of documents and multiple interviews conducted with administrative and program faculty, administrators, students, advisory board members, master teachers, graduates, employers and parents.

The following findings represent the team's analysis of the program:

Strengths

The exceptional academic advisement was noted during interviews with all the students (site and distant learning). The commitment of the faculty to maintain ongoing contact with the candidates to ensure their timely and thorough application packets provided them with a smooth transition to the university setting.

- The overwhelming positive endorsements from the current students and graduates reflected the essential components of their training program to be research based with practical application, reflections and feedback. A student stated the reflections and feedback brought the 'textbook learning to life'. This dynamic process of learning gave them the necessary background, preparation and confidence to enter the teaching profession. The strong professional relationships that develop at the John Tracy Clinic translate into a stellar statewide reputation for the program.
- The Advisory Council minutes reflect the current 'state of the art' in the public school sector. The program faculty are appropriately sensitive to the feedback and therefore strengthened the IEP/IFSP training, transition (CTSE 556) and behavioral support plans in the courses: CTE581, CTSE556 and 557. Additionally, the TIES workshop at the Level II provide additional discussion and problem solving that enhances and strengthen the students' preparation for successful entry in their chosen field of Deaf education.
- The administrative faculty of John Tracy Clinic are critical participants in the Technology PT III Grant. The Distance Learning module for students enrolled in the Deaf and Hard of Hearing program will have significant impact on increasing the number of well-trained educators in the field. The John Tracy Clinic program faculty model professional excellence and reaffirm their solid research base and applied application for student training programs. There is no doubt that this will become the model for other nation-wide university programs in the field of special education.
- The mission of John Tracy Clinic focusing on parent education and early intervention utilizing the auditory/oral approach has received international acclaim. The institution has done a remarkable job in maintaining the integrity of the mission while underscoring to their students that multiple communication strategies occur within the school settings.

Providing coursework in sign language demonstrates their encompassing philosophy of meeting the individual needs of students and their families.

- Students that graduate from John Tracy Clinic become strong leaders amongst their colleagues with the current assistive technology needs due to cochlear implants, digital hearing aids and sound field FM systems. The statewide newborn hearing screenings and the increased number of cochlear implants requires that the educators in the field have this critical knowledge to assist students and families. The strong educational coursework as well as the integral work in the clinic with the audiologists and speech/language pathologists provide them that foundation.

Concerns

None noted.

Pupil Personnel Services: School Psychology including Internship

Findings on Standards

The institution has withdrawn this program as of Spring 2004. However, due to Committee on Accreditation requirements, the School Psychology program was still required to be a part of the review. After a review of the institutional report and supporting documentation the team was not able to find sufficient evidence to determine that all standards have been met.

Strengths

None noted.

Concerns

No interviews with candidates, graduates, employers, or site supervisors were scheduled or available for the CTC team to interview.

Because of the transition and phasing out of this program, students felt strongly that the institution had failed to provide sufficient communication, advisement, and an adequate plan for the completion of the program for the PPS credential.

Students reported that a class needed to complete the School Psychology program had not been posted as an offering on the USC web site. According to the students this class was last offered several years ago.

In a graduate level seminar class students reported there were beginning students, mid-year program students, and candidates nearing completion in the same class.

The quality of instruction by adjunct faculty is reported by students to be inconsistent with the goals of the program.

Based upon the evidence provided by the institution, it was not possible to determine if field supervisors were adequately trained for their role in meeting the objectives of the field work experience.

Pupil Personnel Services: School Counseling with Internship

The Commission adopted new program standards for the Pupil Personnel Services: School Counseling with Internship and the School Social Work and Child Welfare and Attendance credential programs in October 2000. All programs must implement the new standards by January 31, 2004. Although USC had a choice of using the old or new standards, they chose to use the new standards for the team visit even though they are concurrently going through the COA Review Panel approval process for initial accreditation under the new standards.

Findings on Standards

After review of the institutional report and the supporting documentation and the completion of interviews of candidates, employers, full and part time faculty, the team determined the Pupil Personnel Services Program with specialization in School Counseling has met Generic Standards 1 through 3, 5 through 11, and 14 and 15.

Generic Standards 4 and 12: **Met Minimally with Quantitative Concerns**
Insufficient evidence was available to the team at the time of the visit.

Generic Standard 16 Supervision and Mentoring: **Not Met**
Insufficient evidence was available to the team at the time of the visit.

Specialization Standards 17, 18, 21, 22, 25, 26, 29, and 32: **Met**

Specialization Standard 24 **Met Minimally with Quantitative Concerns**
Apparent lack of understanding by graduates of school and classroom cultures.

Specialization Standards: **Not Met**

- 19. Academic Development**
- 20. Career Development**
- 23. Advocacy**
- 27. Collaboration, Coordination and Team Building:**
- 28. Organizational and System Development:**
- 30. Research, Program Evaluation and Technology:**
- 31. Field Experience:**

The above Specialization Standards were not met due to insufficient and inconsistent evidence made available to the team to enable them to form judgments.

Strengths

The program lead faculty member is to be commended for his availability and mentoring of the counseling students, as indicated by individual and group interviews.

A caring attitude and a high level of course content was reported for one class by an adjunct professor.

Concerns

Candidates and graduates expressed concern and dissatisfaction with coursework emphasizing the Marriage and Family Therapists program.

Several students and candidates commented negatively about the large number of students enrolled in two classes. While this situation appeared unsatisfactory to a large number of students, the designated instructors had agreed to this format prior to the beginning of the class.

The quality of instruction by the adjunct faculty is reported by students and candidates to be inconsistent with the goals of the program.

Pupil Personnel Services: School Social Work and Child Welfare and Attendance

The Commission adopted new program standards for the Pupil Personnel Services: School Counseling with Internship and the School Social Work and Child Welfare and Attendance credential programs in October 2000. All programs must implement the new standards by January 31, 2004. Although USC had a choice of using the old or new standards, they chose to use the new standards for the team visit even though they are concurrently going through the COA Review Panel approval process for initial accreditation under the new standards.

Findings on Standards

Based on a careful and thorough review of the institutional report, supportive documentation, and interviews conducted with candidates, graduates, faculty, collaborating schools and agencies, preceptors, and field instructors, the team determined that all program standards are met for the Pupil Personnel Services program in School Social Work and Child Welfare and Attendance specializations.

Strengths

The Pupil Personnel Services Credential in School Social Work and Child Welfare and Attendance program is solidly designed with a logical and well organized rationale and structure. The widely known and well respected administrative personnel working in the Pupil Personnel Services Credential in School Social Work and Child Welfare and Attendance demonstrated a very high level of dedication, professionalism, and overall investment to the task of preparing school social work and child welfare and attendance professionals. Special note should be made

that all constituent groups interviewed reported easy and regular access and support from the program coordinator specifically and the School of Social Work in general.

Program candidates are exposed to a well established field experience which appropriately addresses CTC standards for types, levels and hours for high quality field experiences. Field instruction procedures and its educational value appear to be understood and greatly appreciated by program candidates. Collaborating field instruction personnel, schools and agencies are to be recognized for their strong commitment to providing quality learning opportunities to program candidates.

Program candidates expressed and demonstrated enthusiasm and dedication to serving the children, families and communities of the many schools and agencies through which they complete their internships.

The School of Social Work has a long history of preparing social work professionals specializing as Pupil Personnel Services Credential in School Social Work and Child Welfare and Attendance candidates. A history rooted in educational excellence and a tradition of educational leadership in the state and the country.

Constituent groups reported regular and useful communication with program personnel, especially the coordinator, and felt that there were multiple sources of input to and from the program. Constituent groups were able to describe various ways in which their input was solicited and actually informed meaningful program changes. Examples of these was decision to change the sequencing of courses in the advanced program year and the placement of major assignments in an order that maximized the integration of important course content with field instruction experiences.

Concerns

The team's major concern involves what appears to be a discontinuity between the narrative information contained in the institutional report and the "real strengths and attributes" of the program as reflected in the supplemental on-site materials as well information the team was able to derive from personal interviews. While it must be acknowledged that it is difficult for any program to provide a detailed sense of its depth and breadth or strengths and limitations, and that on site visitation greatly assists in fleshing out intricacy and detail, it nonetheless remains important that programs strive to tell their story as clearly as possible using the accreditation guidelines effectively. A few examples of this are listed here for consideration by program.

While syllabi and course materials identified in the institutional report as being responsive to Generic Program Standard 5: Comprehensive Prevention and Early Intervention for Achievement do not provide a clear indication of how these courses address the standard the faculty teaching the courses and students taking the courses were able to easily articulate how content, assignments and readings relate directly to the standard.

The program has a very well organized field experience that candidates must complete and do so under the tutelage of very able and qualified field instructors and preceptors but this is not articulated in the institutional report. The individuals serving as field instructors exceed

professional social work criteria for qualified field instructors. These field instructors, on average, have three or more years post masters degree experience, undergo field instructor training at the institution, have served as field instructors and remain professionally current in their field including licensing and continuing education.

Relative to School Social Work Specialization Standard 22: Pupil, Family, Faculty and Community Linkages and Partnerships program syllabi do not reference to the many collaborative initiatives that program candidates are actively participating in and that represent important mechanisms for creative learning and financial assistance for candidates.

Preliminary Administrative Services Credential Professional Administrative Services Credential

Findings on Standards

Following a review of the institutional report, supporting documents, and interviews with faculty, staff, graduates, field supervisors, and mentors, the team determined that all program standards are met for the Preliminary Administrative Services Credential and the Professional Administrative Services Credential. Administrative Services Credential programs reflect careful attention toward meeting the specific needs of students serving in diverse urban settings. In addition, programs have been designed to use research and theories in the field of educational administration to address problems of practice. As a result, graduates exit the credential programs armed with both the practical tools of the trade and an understanding of the theoretical and conceptual knowledge bases that undergird the profession. The Preliminary Level I and Professional Clear Administrative Services credential programs also reflect an assertive effort by the school to collaborate with and outreach to schools and school districts within the region. Fieldwork and mentoring activities are characterized by close cooperation and mutual support between site and university administrators and faculty. Credential programs are not only designed to serve diverse K-12 student populations, but actively recruit and enroll candidates from diverse backgrounds. The division of Educational Administration and Policy has undergone a strategic reassessment of its role in the training of Preliminary Administrative Services credential candidates. This reassessment reflects a careful assessment of market trends and demands, cost-benefit factors, and faculty strengths. As a result, the Division of Educational Administration and Policy is in the process of withdrawing the Tier I/MA program and concentrating its efforts on restructuring the Tier II/Ed.D. program. In this effort, the division has worked to articulate the credential and degree course requirements so that students seeking a professional services credential can apply academic coursework toward the completion of an Ed.D.

Strengths

The Division of Educational Administration and Policy continues to maintain a strong reputation for the development of well-prepared school administrators. As a result:

- Most credential program graduates have been successful in attaining administrative positions in schools and school districts throughout Southern California and beyond.

- The division employs a diverse faculty comprised of tenure track, clinical, and adjunct professors. Through a rich collection of faculty skills and experiences, the credential programs provide a unique and high quality blend of practical learning experiences steeped in relevant research and theory.
- The division promotes a strong and positive learning culture characterized by a knowledgeable, experienced, creative, and caring faculty who are committed to the professional development of each student and to meeting the university's stated mission of serving the needs of urban communities.
- The cohort structure has successfully promoted student collaboration and enriched the learning environment by providing a coherent and consistent pathway toward the completion of credential requirements.
- The division also cultivates and nurtures an enduring sense of loyalty to the university among graduates in addition to fostering an esprit de corps among its currently enrolled students that has resulted in a positive and purposeful learning environment.
- The division orients its various programs and academic endeavors toward the overarching mission of ensuring quality educational experiences for all K-12 students.

Concerns

None noted.

Professional Comments

Common Standards

The team recommends that the institution clarify the role and duties of the Credential Analyst and perhaps send her for professional development to other institutions or other training opportunities.

Given the inconsistencies in advising for Multiple Subject candidates, the team recommends providing clarity for students regarding locus of advising.

The team strongly supports the decision outlined in the SCOE strategic plan to implement more comprehensive graduates follow-up surveys.

To maintain consistent quality across fieldwork placements, the team recommends for all University/district relationships, whether temporary or permanent, that structured, formalized agreements be developed prior to student placement.

Multiple Subject and Single Subject

It is recommended that faculty with responsibility for designing and teaching these courses collaborate with one another in assuring that all elements of the standard are addressed and articulated in the content and pedagogy across multiple sections of the courses.

It is recommended that the California Technology Assistance Project (CTAP) Certification Standards be incorporated into course content to enhance the currently strong teaching component in technology.

Some faculty present students with only a constructivist approach and do not provide other perspectives of teaching and learning. It is recommended that core classes, in particular, provide knowledge of other perspectives.

BCLAD candidates and graduates expressed the need to have specific instruction on teaching beginning Spanish reading and instructional methodology for transitioning from Spanish to English reading. It is recommended that the institution re-examine and enhance coursework and fieldwork experiences specifically for BCLAD candidates to ensure that they are well prepared to deliver high quality standards-based literacy instruction. In particular, ELD standards and the San Diego County's Spanish Language Arts Standards are documents that can be incorporated throughout the core classes.

Education Specialist: Deaf and Hard of Hearing

The multidisciplinary and comprehensive support for Preliminary Level I, Professional Level II and graduates from any institution through the Teacher In-service Educational Support (TIES) program is an exemplary collaborative, consultative system that should be considered for replication in other educational departments. The organization and structure of this successful

program keeps practitioners abreast of current trends and research while maintaining strong collegial supports and relationship with the University.

The faculty at John Tracy Clinic have a national reputation in their specialization as evidenced by their invitations to be on national advisory boards and steering committees to develop nationwide personnel standards. They have longstanding collaborative relations between RSOE and JTC such as participation on dissertation, faculty, and university wide committees, instruction to students enrolled in the multiple subject credential program, and guest lecturing in general education courses. To explore creative options for a mechanism that provides greater clarity of a long term commitment to the JTC faculty as well as the critical recognition of their expertise with research and applied practice would be the recognition and respect of a job well done.

Consideration of including a panel of consumers and advocates who represent diverse points of view on the federal and state regulations as well as participation of a guest lecturer from public/private school administration to specifically address the federal and state legal requirements as well as litigation issues that surface from IEP meetings could enhance the course content of CTSE 581 and CTSE 587.

The two memorandums of understanding between John Tracy Clinic and the Center for Distance Learning and Rossier School of Education appear to provide a framework for clarity of their respective roles. Annual review and revision could assist each entity in facilitating a wide variety of issues in a supportive way. Additionally, it could be a training tool for the respective departments' staffs.

The administrative faculty is to be commended for the successful approval of their Federal Personnel Preparation Grant of 1.4 million over the next five years. The grant garnered 117 out of a possible 120 points which truly underscores the tremendous skill and knowledge the administrative faculty at John Tracy Clinic possess and utilized when writing this proposal. Feedback from the federal reviewers underscored the "high quality and diverse" staff along with the research based curriculum that is the foundation of their program training. The funding of this grant will also ensure that all candidates will have tuition assistance

Pupil Personnel Services: School Psychology

More emphasis needs to be placed on school counseling and linking program activities with schools.

Pupil Personnel Services: School Social Work and Child Welfare and Attendance

The faculty teaching the four sections of SW614, the required school social work theory and practice pivot course, are reported as being adjunct faculty. These four adjunct faculty appear to have a very strong and collaborative team approach for insuring that course content and materials are consistent across sections via pre and post semester meetings and the willing exchange of feedback and support. The rationale given for the use of only adjunct faculty is that these

instructors are current practitioners and therefore able to bring the most current “real world” kind of information into the classroom. The program may want to consider how adjunct faculty may or may not be able to give input to curricular development and innovation given their limited availability and circumscribed role in the program. Another way of framing the point being made is to consider how the program might be impacted differently if tenured faculty members taught all, some or even one of the sections of this most important course.

The School of Social Work’s decision to offer access to and full participation in the Pupil Personnel School Counseling, in School Social Work and Child Welfare and Attendance program to students enrolled in the Orange County program may want to address the ways in which collaborating partner schools and agencies are prepared to work with candidates in the credential programs. There was concern expressed through interviewees that collaborating organizations assumed to be appropriate for field instruction placements may have to be better prepared to understand how program candidates should be utilized.